

Comprehensible Input + Comprehensible Output = Student Proficiency

NYSAFLT

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Both necessary for language foundation

Focus on using L2 in the classroom

Comprehensible Input* (Keeping students in the language) Based on Krashen

- Provide structure and humor so the class has low anxiety situations
- Focus on language meaning (communication), not grammar
- Have 90% of class completely in L2 for both teachers and students; build endurance in L2.
- Make meaning clear through body language, gestures, and visual support
- Teach students the vocabulary relevant to their lives
- Do comprehension checks during a class to insure understanding
- Constantly involve students by asking many questions that students can answer
- Use language just above the level of the students

Comprehensible Output* (Having students speak and write in the language) Based on Swain, VanPatten

- Use ACTFL Can-Do as output
- Have meaningful communication
- Focus on the message before the grammar
- Negotiate meaning with students and encourage negotiation among students
- Elicit student talk that increases in fluency, accuracy, and complexity over time
- Have students use questions words.
- Encourage self-expression and spontaneous use of language
- Teach students strategies for requesting clarification and assistance when faced with comprehension difficulties
- Offer feedback to assist and improve students' ability to interact orally in the target language

* The presentation is an elaboration of ACTFL's "Use Of The Target Language In The Classroom". It provides practical examples for each of the following and other language development topics.

1. Provide comprehensible input that is directed toward communicative goals;
2. Make meaning clear through body language, gestures, and visual support;
3. Conduct comprehension checks to ensure understanding;
4. Negotiate meaning with students and encourage negotiation among students;
5. Elicit talk that increases in fluency, accuracy, and complexity over time;
6. Encourage self-expression and spontaneous use of language;
7. Teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
8. Offer feedback to assist and improve students' ability to interact orally in the target language

<http://www.actfl.org/news/position-statements/use-the-target-language-the-classroom-0#>

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Modern language blog: <http://bit.ly/imprml>

Foreign language formative assessment speaking book: <http://bit.ly/tuttlebks>

90 Mobile Learning Modern Language Activities ebooks/pdf, mostly speaking + culture activities <http://bit.ly/tsmash> \$6.99

45+ Modern Language and Spanish speaking activities- <http://bit.ly/mlcomcult>

Modern Language ethnographic cultural activities (4 activities in one pack)- <http://bit.ly/mlcult>

Modern Language Proficiency: Can-Do ebook/pdf <http://bit.ly/tsmash> \$9.99

